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ning in chronological order. They will also feel a personal relation to what they study and consider themselves a factor in the movement of affairs toward better things. We have selected for the beginning of this work the relation of Chicago to the country, its present industries and appearance.

High School

The work in History and Literature is continuous throughout the course, and, unlike that of the lower grades, is arranged in chronological order. Beginning with Primitive Culture, Oriental Civilization and Greek History in the first year, it follows the order of historic progress down to our own time. It will be our aim to organize the subject-matter in relation to political economy and sociology. Instead of placing emphasis chiefly on political institutions, other phases of interest, such as industrial life, commerce, and art, are considered equally important. We

shall cultivate habits of independent work by encouraging the use of sources of history.

First Year, Ancient History

October—Primitive Culture: The teacher will present conditions which led to the earliest inventions of man to provide himself with food, clothing, and shelter, and the pupils will make inferences in regard to these inventions and their results upon social life. We shall study in this way without text-books the steps through the hunter, shepherd, and agricultural stages of human progress up to civilization. After the pupils have made their own study thus far, they will be asked to read such books as Starr's *Some First Steps in Human Progress* and Mason's *Origins of Invention*. By these they will verify or correct their own conclusions. This will be followed by a study of mythology, for which see *Cult of Greek States*, by Farnell, and *Primitive Culture*, by Tylor. (To be continued.)

Clay Modeling in the Summer School

Antoinette Hollister

The first clay modeling done by the training class in the summer school was illustrative of the study of prehension in connection with nature study.

The students modeled a squirrel eating a nut, a woodpecker getting its food from the tree, a gopher, a crayfish and a lobster.

Some animal stories were illustrated after a few preliminary studies had been made directly from the animals in Lincoln Park. The frontispiece represents some of these attempts. This effort at illustration not only developed some originality on the part of the students, but brought into play all of the skill gained in the study directly

from nature. It probably represents the best that was done by untrained students as a result of six weeks' experience with clay.

The literature placed in the hands of the students for illustration included some fables, Uncle Remus Stories, by Joel Chandler Harris, and selections from Rudyard Kipling.

A very little work in pottery was done, employing methods used by the Indians—that is, without the potter's wheel.

The modeling done by the children was necessarily very crude. They peopled a cave which they had made of stone with



A STUDY OF BEARS
SIX WEEKS' WORK IN CLAY MODELING

representations in clay of cave men engaged in various occupations. They also recorded observations made on the field trips—a nest of eggs found on the sand dunes—the animals, and other things of

interest at the Field Museum. All of the work of the children was done with the idea of conveying in this way some idea of their experiences to the other children at home.

The Course of Study

It is the purpose of "The Course of Study" to present in theory and practice a full exposition of the work of the Chicago Institute in the Academic and Pedagogic schools. This exposition will be continuous, and will consist of outlines of the work done in all grades and departments, prepared by the teachers of the grades and departments. Issued every school month, there will be ten numbers a year, none appearing during the vacation months of August and September.

The COURSE OF STUDY will be at once

the curriculum, guide, and text-book of the students in the Pedagogical School, and a means of preparation for all persons who propose to attend the Chicago Institute. It is also intended to meet the needs of those parents who care to know, month by month, the theory and details of the work of their children in the Academic School. Persons who wish to study the new education will find many practical suggestions as to the application of its fundamental principles to daily school-room work.

Philosophy of Education

Francis W. Parker

The text of Volume I, No. 1, of the COURSE OF STUDY will be used as a basis for the study of the philosophy of education and the study of psychology for the month of October. Students are earnestly requested to examine every statement in the light of their own reason, and not to accept or reject a single proposition without thorough investigation and careful thought. Every statement is to be looked upon as a working hypothesis, to be proved true or false. The students will assist the teacher by being perfectly independent and rational in thought; the student who shows conclusively that any proposition is wrong will be of the greatest assistance to the teacher.

The initial work of the department will be an examination of the principles pre-

sented in Volume I, No. 1, of the COURSE OF STUDY. In order to help students, questions and subjects for discussion are given.

I. Study "The Plan and Purpose of the Chicago Institute," pp. 9-16.

What are the two diametrically opposed ideals mentioned? Discuss their relative values.

"An ideal determines and controls all methods and means that go into its realization." Is this statement true? If true, give a number of examples.

What has been your highest ideal in education? How have you striven to realize that ideal?

Is it true that comparatively few teachers are engaged in "studying the child and his needs"? What is your experience?

II. What is the cramming process?

What should be the purpose of an examination?